APPENDICES

Session Two:

Appendix 1. Check & Connect Student Intake Form

Appendix 2. Check & Connect Elementary School Monitoring Form

Appendix 2.a Check & Connect Middle School Monitoring Form

Appendix 2.b Check & Connect High School Monitoring Form

Appendix 3. Check & Connect Referral Form

Session Three:

Appendix 4. Check & Connect Strengths-Based Student Interview

Appendix 5. Potential Interventions: Risk Indicator By Engagement Subtype

Check & Connect Student Intake Form

Check & Connect
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Directions: All information should be based on student's status at time of referral. Information is obtained from record review or the student.

File information

Student ID Number	C&C mentor
School	Date file opened

Student information

First name	MI	Last name
Home address		Preferred name (if different)
City State Zip		Phone (cell) Phone (other)
Best way to contact you (e.g., phone, email, text)		D.O.B. Grade

Gender: ☐ Male   ☐ Female

Did siblings participate in Check & Connect:
☐ No   ☐ Yes (name/age): _____

# of siblings   # of siblings in household

Family information

Parent/guardian name(s)	Email address
Mailing address (if different than above address)	Phone (cell) Other
City State Zip	Best way to contact Best time to contact

Additional contact information

Contact information for **two other relatives or close friends** who usually know how to reach the student, in case his/her contact information changes.

Name	Name
Address	Address
City State Zip	City State Zip
Phone (cell) Phone (home)	Phone (cell) Phone (home)
Email address Relationship to student	Email address Relationship to student

Appendix 2. Check & Connect Elementary School Monitoring Form

Check & Connect Elementary School Monitoring Form

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Student: _____ ID #: _____ Grade: _____

School: _____ Mentor: _____ Month: _____

CHECK

Academic Data

	1st Quarter Grades	2nd Quarter Grades	3rd Quarter Grades	4th Quarter Grades
Academic Progress				
Check if grades unsatisfactory	___ Unsatisfactory	___ Unsatisfactory	___ Unsatisfactory	___ Unsatisfactory
Met state academic standards (proficient)	Math: ___Yes ___No		Language arts/reading: ___Yes ___No	

Behavior Data

	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	High Risk
Tardy						
Unexcused absence						
Excused absence						
Behavior referral/infraction						
Bus referral						
Detention						
Suspension (in/out-of-school)						

CONNECT

Communication

		M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
With student	Formal					
	Informal					
With family	Attempt/not reached					
	Left message					
	Note home					
	Phone conversation					
	Meeting					
	Home visit					
With school staff						
With outside agency						

Basic Intervention

	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
Share "check" data					
Provide regular feedback					
Discuss staying in school					
Problem solve about risk					

Intensive Intervention

	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
Teach goal setting					
Discuss academic progress and supports					
Discuss behavior and supports					
Discuss what it means to be a student					
Intensive problem solving					
Intensive problem solving with parent					
Intensive problem solving with school personnel					
Facilitate social skills training					
Facilitatre participation in school or community sponsored activities					
Facilitate tutoring					
Facilitate participation in small-group instruction for meeting state standards					
Teach problem solving skills					
Teach organization and study skills					
Arrange an alternative to suspension					
Other:					

Monthly summary of case notes

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Appendix Check & Connect Middle School Monitoring Form

Check & Connect Middle School Monitoring Form

Check & Connect
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Student:		ID #:		Grade:
School:		Mentor:		Month:

CHECK

Academic data	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	High Risk
Number of Ds or Fs						
Number of missing assignments						

Cumulative grades	1st quarter grades		2nd quarter grades		3rd quarter grades		4th quarter grades	
	___ Ds	___ Fs	___ Ds	___ Fs	___ Ds	___ Fs	___ Ds	___ Fs

Met state acad. standards (proficient)	**Math:** ___ Yes ___ No	**Reading:** ___ Yes ___ No	**Writing:** ___ Yes ___ No

Behavior Data	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	High Risk
Tardy						
Skipping classes						
Unexcused absence						
Excused absence						
Behavior referral/infraction						
Bus referral						
Detention						
Suspension (in/out-of-school)						

CONNECT

Communication		M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
With student	Formal					
	Informal					
With family	Attempt/not reached					
	Left message					
	Note home					
	Phone conversation					
	Meeting					
	Home visit					
	Communication with school staff					

Basic intervention	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
Share "check" data					
Provide regular feedback					
Discuss staying in school					
Problem solve about risk					

Intensive intervention	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
Facilitate goal setting					
Discuss academic progress and supports					
Discuss behavior and supports					
Discuss what it means to be a student					
Intensive problem solving					
Intensive problem solving with parent					
Intensive problem solving with school personnel					
Facilitate social skills training					
Facilitate participation in school or community sponsored activities					
Facilitate tutoring					
Facilitate participation in small-group instruction for meeting state standards					
Teach problem solving skills					
Teach organization and study skills					
Arrange an alternative to suspension					

Monthly summary of case notes

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Appendix 2.b Check & Connect High School Monitoring Form

Check & Connect High School Monitoring Form

Check & Connect
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Student: _____ ID #: _____ Grade: _____

School: _____ Mentor: _____ Month: _____

CHECK

Academic data	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	High Risk
Number of Ds or Fs						
Number of missing assignments						

Cumulative grades	1st quarter grades	2nd quarter grades	3rd quarter grades	4th quarter grades	
	___ Ds ___ Fs	___ Ds ___ Fs	___ Ds ___ Fs	___ Ds ___ Fs	
Credit accrual	_____ Credits earned out of _____ total possible			_____ GPA	
Met state acad. standards (proficient)	**Math:** ___ Yes ___ No	**Reading:** ___ Yes ___ No		**Writing:** ___ Yes ___ No	

Behavior Data	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	High Risk
Tardy						
Skipping classes						
Unexcused/unverified absence						
Excused absence						
Behavior referral/infraction						
Detention						
Suspension (in/out-of-school)						

CONNECT

Communication		M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
With student	Formal					
	Informal					
With family	Attempt/not reached					
	Left message					
	Note home					
	Phone conversation					
	Meeting					
	Home visit					
Communication with school staff						
Communication with outside agency						

Basic intervention	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
Share "check" data					
Provide regular feedback					
Discuss staying in school					
Problem solve about risk					

Intensive intervention	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F	M TU W TH F
Facilitate goal setting					
Discuss academic progress and supports					
Discuss behavior and supports					
Discuss how current choices impact likelihood of graduating from high school					
Intensive problem solving					
Intensive problem solving with parent					
Intensive problem solving with school personnel					
Facilitate participation in community service					
Facilitate participation in school or community sponsored activities					
Facilitate tutoring					
Facilitate participation in small-group instruction for passing exit exam					
Teach problem solving skills					
Teach organization and study skills					
Arrange an alternative to suspension					
Other:					

Monthly summary of case notes

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Date:		Notes:
Goal:	Attendance	
	Engagement	
	Investment in future	

Appendix 3. Check & Connect Referral Form

Check & Connect Student Referral Form

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| Student's name | | Grade level | ID # | Date |

| Referring teacher/staff | Phone | E-mail |

What class(es) does the student have with his teacher/staff?

Basis for referral

Check all that apply	Estimated frequency				
	0-49%	50-69%	70-79%	80-89%	90-100%
Poor attendance	☐	☐	☐	☐	☐
Disruptive behavior	☐	☐	☐	☐	☐
Incomplete homework	☐	☐	☐	☐	☐
Incomplete in-class assignments	☐	☐	☐	☐	☐
Poor performance on completed assignments	☐	☐	☐	☐	☐

Attendance

Prior school yr	# days	Current school yr	# days
Absent		Absent	
Tardy		Tardy	
Enrolled in school		Enrolled in school	

Academic progress

Prior grading period	# of Ds:	
	# of Fs:	
Total to date	# of Ds:	
	# of Fs:	
Credits earned		
Credits needed to graduate		

Teacher/staff observations

How well does the student meet academic and behavioral expectations at school?

Indicate the parent(s) level of involvement in the child's education. ☐ High ☐ Adequate ☐ Low

Is the student receiving any additional services from within the school? (e.g., Title I, special ed) ☐ Yes ☐ No

Please list:

Referral decision

Based on the above information, place a check next to the referral priority. ☐ Hold ☐ Low ☐ High

Recommendations if not an appropriate referral to Check & Connect:

SECTION THREE:

Appendix 4. Check & Connect Strengths-Based Student Interview
Directions: Select questions that are appropriate to ask the student. Ideally, ask them of the student over time.

Getting to know the student
Ice Breakers:
- What made you laugh this week?
- What are the things you like to do for fun?
- What's your favorite sport or sports team?
- What kind of music or art do you like?
- What are your favorite TV shows or movies?
- What are the things that are yours that are really important to you?
- What is one of your best memories from last year?

Family:
- Tell me something interesting about your family.
- How many siblings do you have? What are their names? How old are they?
- How important is it to your family that you continue your education after high school?
- What pets do you have at home? (Do you wish you had a pet?)
- What is an activity that your family enjoys doing together?

Other Social Support:
- Who do you like to spend time with? Why?
- Who do you go to for advice and support?
- Do you have an adult that you can talk to about personal concerns? Who?

Furture Orientation:
- What are you looking forward to this week/month/year?
- When you "daydream," what do you think about?
- What would you like to have as a job when you grow up?
- What do you think about going to college?
- Who do you see as a role model?
- What things would you really like to have that you do not have now?
- What do you think your life will be like when you are 20/30/40 years old?

Student perspective of and experience with learning
Learning Goals:
- What is something you want your teacher to know about you?
- What skill do you want to learn in school before you graduate?
- What subjects do you want to learn about in school before you graduate?
- What are your goals for today, this week, this quarter, this semester, this year?
- Who do you talk about your career plans with?
- If you could have any career you wanted, what would it be?
- That kind of training do you need for that career? High school diploma, 4-year college, Trade/technical school, Graduate school, 2-year college

Schoolwork:
- If there was one thing that you could do to make school really great for you, it would be…
- If there was one thing that you could ask your teacher to do to help you to be successful, it would be…
- If there was one thing that you could ask your school to do to help you be successful, it would be…
- How much time do you spend on homework each day?
- How do you keep track of your homework assignments?
- Where do you usually do your homework?
- If you don't know how to do your homework, what do you do?
- When you are absent from school, how do you find out what assignments you missed?
- Do you have access to a computer outside of school? If yes, where?

Classroom Enviroment:
- I learn best in classrooms that are quiet or active?
- I learn best when I sit in the front, middle or back row?
- I prefer to work on assignments by myself, with one other person, or in a group?

Strategies For Success:
- What is one thing that has helped you with your schoolwork in the past?
- What helps you overcome obstacles?
- Successful students exhibit the following behaviors. Which ones do you have?
    - Attend school every day
    - Ask Questions
    - Pay attention in class
    - Study for tests
    - Keep an assignment notebook
    - Take notes
    - Read every day
    - Ask teachers for feedback
    - Complete all class work accurately
    - Complete all homework accurately

Appendix 5. Potential Interventions: Risk Indicators By Engagement Subtypes

Potential Interventions

Check & Connect is not prescriptive. Mentors need to understand the individual child with whom they are working, the resources available in their school and community, family circumstances and other aspects unique to the child, and then choose interventions based on the individual's needs. The following is a list of indicators of engagement and intervention ideas by engagement subtype (academic, behavioral, cognitive, affective) as well as advice for when to involve parents in re-engaging the student and how. Indicators covered in this appendix include–

- Tardiness, pp.
- Office referrals, detention, and suspension, pp.
- Skipping class, pp.
- Incomplete assignments/failing grades, pp.
- Absenteeism, pp.

Indicator	Intervention ideas by subtype

Tardiness
 	
(to school and/or to class)
	Academic engagement
	
	- Determine whether the student's tardiness is related to academic struggles (a "can't do it" problem or lack of motivation (a "won't do it" problem) in particular subjects/classes.
	  » If it's a "can't do it" problem, make sure proper resources are in place to support the student in his/her learning (see "Indicator: Incomplete Assignments: below for more ideas related to academic struggles).
	  » If there is a "won't do it" problem, work with the student and teacher to maximize instructional relevance (see "Indicator: Incomplete Assignments" for more ideas.
	- Determine whether the student's tardiness is due to lack of organization (e.g., student has a difficult time finding what he/she needs in his/her locker or bag). If so, help the student get organized (e.g., teach use of folders; teach student to put the class materials they've just finished with on the bottom of the pile in their locker, so that what they'll need next is on top).
	
	Behavioral engagement
	
	- Determine whether tardiness is related to waking up late.
	  » If the student needs an alarm clock, purchase one and demonstrate its use. Funds may be available from school resources or community agencies.
	  » If the student needs to get more sleep, discuss sleep patterns and work on setting a reasonable goal for a bedtime.
	- Determine whether being late to class is due to lack of awareness of passing time, too many distractions (socializing), or too great a distance between classes.
	  » If the problem is with the student being unaware of the time, discuss using a watch set to school time and learning the bell schedule.
	    – A watch with a timer could be set to beep one minute before the bell rings as a warning to the student to start moving to class.

Indicator	Intervention ideas by subtype

Tardiness (cont.)
(to school and/or to class)
	» If the problem is the number of distractions, a watch that beeps may also work. Otherwise, work with the student to set up a schedule for talking to friends.
	  – Figure out which classes the student has time to talk with friends between and which he/she must go straight to class between.
	  – Time how long it takes to get from one location to the next so that the student is aware of how much time he/she has.
	  – Have a peer accompany the student to class.
	■ If the problem is the distance between classes, discuss options such as bringing materials for both classes to both and not stopping anywhere between them.
	  » Make sure the student knows where the classes are and the shortest route to get to them.
	  » If these options don't work, discuss the problem with the teachers of the classes the student is coming from and going to, or possibly talk to the principal to come up with a solution.
	  » Provide a reward system or develop a contract with the student for being on time.
	    – Work with the student's teachers to develop a system of reinforcement for promptness (e.g., praise, positive phone calls or notes home, etc.)
	■ If the student rides the bus, make sure he/she is aware of all bus logistics such as time the bus arrives, location of the bus stop, and how to use the bus (particularly if a city/public bus much be used).
	
	Cognitive engagement
	■ Guide the student in setting personal goals for getting to school or class on time.
	■ Implement self-monitoring interventions such as a check sheet in his/her locker or assignment notebook to record when he/she arrives to school or class on time and when he/she arrives late.
	■ Discuss the link between the student's effort to get to class on time and reaching future goals.
	■ Explain how being on time is a skill the student will need in the "real world".
	
	Affective engagement
	■ Determine whether the student's tardiness is related to a personal problem such as lack of confidence (especially in appearance), embarrassment over riding the bus, helping siblings get ready in the morning, problems with friends, or a health problem.
	  » If personal problems are interfering with the student's ability to get to school on time, use the five-step problem solving method to help him/her find solutions to those problems or refer him/her to resources that may be able to better help him/her work through them.
	  » If a health problem is interfering with the student's ability to get to school on time, obtain a doctor's note (for example, to use the restroom when necessary) if applicable.

Tardiness (cont.) (to school and/or to class)	**Involving parents/guardians** ◼ Contact the student's parents/guardians if tardiness occurs more than once or twice in one month. ◼ Communicate regularly with parents/guardians about the student's progress so they can participate in reinforcing the student for getting to school on time. ◼ Discuss with parents/guardians anything that may be occurring at home to cause the student's tardiness and work on a remedy together. ◼ Help parents/guardians understand the importance of the student arriving to school and class on time and set expectations for such behavior.

Skipping class	**Academic engagement**
	 ◼ Determine which class(es) the student skips. Is there a pattern? Is the pattern supported by academic problems in the class? Is the class too easy or too difficult for the student? How is the student's relationship with the teacher? Is the student completing work in the class?
	   » If it's a "can't do it" problem, make sure proper resources are in place to support the student in his/her learning (see "Indicator: Incomplete Assignments" for more ideas).
	   » If it's a "won't do it" problem, work with student and teachers to maximize instructional relevance (see "Indicator: Incomplete Assignments" for more ideas).
	
	 Behavioral engagement
	 ◼ Determine whether the student is skipping classes due to social pressure or for more time to socialize with peers.
	   » If the skipping is due to peer pressure, discuss options for dealing with peer pressure.
	     – Refer other students who are skipping class to the school counselor or another mentor, or talk with them yourself.
	   » If the skipping is due to socializing, work with teachers to allow the student to be social at appropriate times, possibly as a reward for attendance and on-task time in class.
	   » Enlist the support of non-skipping peers in encouraging the student to attend class.
	 ◼ Develop a contract with the student based on the number of classes attended.
	   » Provide a reward for attending a certain number of classes.
	 ◼ "Catch" the student in class and provide a reward for attendance.
	
	 Cognitive engagement
	 ◼ Explain the relationship between attendance and grades.
	 ◼ Discuss how attending class develops positive work habits that are necessary in school, postsecondary school, and the workforce.
	 ◼ Guide the student in setting personal goals for attending all classes regularly.
	 ◼ Implement self-monitoring interventions such as a self-check sheet in his/her locker or assignment notebook on which he/she monitors his/her own attendance.

Indicator	Intervention ideas by subtype
Skipping class (cont.)	**Affective engagement** ▪ Determine whether a problem exits with the teacher of the class–with the teacher as a person, how the student feels treated by the teacher, or the teacher's instructional style. 　» Work with the student and teacher to resolve the problem. 　» If the problem seems like it can't be resolved, discuss changing classes with the school counselor and student. ▪ Discuss whether a problem exists with a student or students in the class. 　» Work with the teacher to make sure the student is not seated near nor works with the student with whom he/she has the problem. 　» If this does not resolve the problem, arranging a conflict resolution session with the school counselor may be necessary. 　» A last-resort option would be to discuss changing classes with the school counselor and student. ▪ Determine whether the problem is related to the student's feelings of isolation or lack of belonging. ▪ Subtly positively reinforce attendance with a warm welcome to school or class. Make the student feel like his/her presence is truly valued. This is especially effective when it comes from a teacher. Avoid using a sarcastic tone when greeting the student! **Involving parent/guardians** ▪ Inform the student's parents/guardians if skipping occurs. 　» Ask for their assistance in solving the problem. ▪ Communicate with parents/guardians so that they can reinforce class attendance. ▪ Make sure both the student and parents/guardians are aware of attendance laws and the school's attendance policies. ▪ Help parents/guardians understand the importance of the student attending all classes and set expectations for such behavior.
Absenteeism	**Academic engagement** ▪ Determine whether the student's absences are due to academic problems or motivation issues. Is the student completing work in the class? 　» If it's a "can't do it" problem, make sure proper resources are in place to support the student in his/her learning (see "Indicator: Incomplete Assignments" for more ideas). 　» If it's a "won't do it" problem, work with student and teachers to maximize instructional relevance (see "Indicator: Incomplete Assignments" for more ideas). ▪ Help the student get involved in after-school programs, which may be more related to his/her interests. ▪ Work with teachers to provide the student with meaningful roles in the school, in class, or on specific projects. ▪ See out school-to-work programs that foster success in school and provide relevant educational opportunities.

	Behavioral engagement
	🔲 Determine whether absenteeism is related to waking up late.
Absenteeism (cont.)	🔲 If the student needs an alarm clock, purchase one and demonstrate its use. Funds may be available from school resources or community agencies.
	🔲 If the student needs to get more sleep, discuss sleep patterns and work on setting a reasonable goal for a bedtime.
	🔲 If the student rides the bus, make sure he/she is aware of all bus logistics such as time the bus arrives, location of the bus stop, and how to use the bus (particularly if a city/public bus must be used).
	🔲 Develop a contract with the student based on the number of days of school attended.
	🔲 Provide a reward for attending school a certain number of days.
	🔲 "Catch" the student in school and provide a reward for attendance.

Cognitive engagement

🔲 Enhance the student's personal belief in self and personal competence through repeated contacts, goal setting, problem solving, and relationship building.

🔲 Explain the relationship between attendance and grades.

🔲 Discuss how attending class develops positive work habits that are necessary in school, postsecondary school, and the workforce.

🔲 Guide the student in setting personal goals for attending all classes regularly.

🔲 Implement self-monitoring interventions such as a calendar check sheet in their locker or assignment notebook where he/she can self-monitor the number of days absent/present.

🔲 Help the student see the relevance of school and learning to his/her future goals.

🔲 Work with teachers to help engage the student in more meaningful projects related to his/her interests or future goals.

Affective engagement

🔲 Strive to understand the student's unique perspective and circumstances.

🔲 Determine whether the attendance problem is related to the student's feelings of isolation or lack of belonging in the school.

🔲 Subtly positively reinforce attendance with a warm welcome to school or class. Make the student feel like his/her presence is truly valued. This is especially effective when it comes from a teacher. Avoid using a sarcastic tone when greeting the student!

🔲 Help the student develop friendships, which may encourage him/her to come to school more often.

🔲 Foster positive teacher-student relationships.

Involving parents/guardians

🔲 Inform the student's parents/guardians if the student is absent two or more times per month.

🔲 Ask for their assistance in solving the problem.

🔲 Communicate with parents/guardians so that they can reinforce attendance.

🔲 Make sure both the student and parents/guardians are aware of attendance laws as well as the school's attendance policies.

🔲 Help parents/guardians understand the importance of the student attending school and set expectations for such behavior.

🔲 Develop a plan with the student and parents/guardians to improve attendance.

🔲 Determine whether something at home is more reinforcing than coming to school.

Indicator	Intervention ideas by subtype

Office referrals, detention, and suspension	**Academic engagement**
	
	▦ Determine the problem behavior resulting in office referrals or suspension and look for a pattern. Is the problem behavior occurring in the same class? In the hall? In the restroom? In the cafeteria? During or between classes? Is the pattern supported by academic problems in the class? Is the class too easy or too difficult? Is the student interested in class material? Does he/she see relevance in the material? Is the student deliberately getting suspended to avoid tests or projects? How is the student's time structured in class and in school?
	▦ Once the problem behavior and possible pattern is established, problem solve with the student to resolve the identified problem. For example, if the behavior occurs regularly in math and is likely due to struggles with the content, find the student the appropriate support to improve his/her math skills. If it is due to the relationship with the math teacher, problem solve through how the student can resolve the relationship conflict.
	▦ Plan activities so that the student does not have a lot of unstructured time.
	
	Behavioral engagement
	
	▦ Examine discipline and suspension policies; make sure the student understands them and that the consequences for violating the policies are clear.
	▦ Provide the student with clear expectations for behavior in each class.
	  » Have the student self-monitor whether or not these expectations were met.
	  » Ask the teacher to complete a direct behavior rating scale or daily behavior report card to give the student feedback on whether or not these expectations were met.
	    – Provide a reward for meeting these expectations.
	▦ Work with teachers to assign peers who can model appropriate classroom behavior to work with the student.
	▦ As an adult role model, model appropriate behavior.
	▦ Work with teachers to provide a signal or cue to the student where he/she begins engaging in the inappropriate behavior. Intervening early may help keep the problem from escalating.
	▦ Work with teachers and the student to understand the classroom and school rules, as well as the consequences for not following the rules.
	▦ Work with teachers to ensure the student is separated from students with whom he/she may be acting inappropriately.
	▦ Work with the school to make sure a positive behavioral support system is in place.
	  » Positively reinforce appropriate behavior.
	▦ Help the student use the five-step plan for solving problems during the office referral and to prevent referrals in the future.
	▦ Develop a contract with the student specifying what behavior is required, including rewards and consequences.
	  » Reward the student for achieving contract goals.
	  » Reward the student at unscheduled times for appropriate behavior.
	▦ Teach the student appropriate ways to deal with anger and frustration.
	▦ Work with school staff to structure detention sessions so that the student is required to do something constructive (e.g., homework, complete missing assignments, etc.)

Indicator	Intervention ideas by subtype
	▣ Help the student to minimize items and materials brought to class in order to eliminate possible distractions.

Indicator	Intervention ideas by subtype
Office referrals, detention, and suspension (cont.)	▣ Is there something reinforcing about suspension or referrals to the student? Determine what is reinforcing and work to find an alternative reinforcer or eliminate the current reinforcer. Does the student enjoy receiving extra attention for problem behavior? Is the student trying to get out of going to class for some reason? Is the student attempting to find ways to stay home (i.e., via out-of-school suspension)? Is in-school suspension or detention an opportunity for the student to socialize with friends?

Cognitive engagement

▣ Help the student set goals for his/her future.
   » Discuss the behavior required to meet those goals.
   » Discuss the adverse effects of inappropriate behavior.
   » Connect appropriate school behavior to appropriate work/professional behavior.
▣ Help the student set goals for behavior and self-monitor progress toward those goals.
▣ Teach the student to recognize the initial signs of becoming engaged in inappropriate behavior. This will assist in self-monitoring.
▣ Discuss behavior appropriate for employment and the connection between current behavior and the future.

Affective engagement

▣ Develop a close relationship with the student.
▣ Show the student that you care about him/her as an individual.
▣ Take an active interest in the student's own interests.
▣ Establish your role as a supporter and encourager of his/her learning progress.
▣ Praise the student for appropriate behavior.
▣ If inappropriate behavior seems to serve the purpose of attracting attention, work to make attention contingent on appropriate behavior instead.
▣ Help student learn about making positive friendships and keeping them.

Involving parents/guardians

▣ Communicate with the student's parents/guardians to keep them informed of progress and to enlist their help in developing a plan of action.
▣ Discuss with the parents/guardians whether or not they would be willing to provide consequences to their child–positive, negative, or both.
▣ Require re-entry meetings for students and parents/guardians to discuss plans to prevent recurrence.
▣ Make appropriate referrals when necessary (e.g., counselor, chemical dependency counselor, truancy officer, etc.)

Indicator	Intervention ideas by subtype
Incomplete assignments/failing grades	### Academic engagement ▣ Problem solve with the student about ways to improve grades. ▣ Encourage the student to identify the steps that could be taken to improve grades. ▣ Establish whether incomplete assignments and/or failing grades are due to a "can't do it" or "won't do it" problem.

» If it's a "can't do it" problem, try the following strategies with the student:

Indicator	Intervention ideas by subtype
Incomplete assignments/failing grades (cont.)	

- Connect the student to individual tutoring in or outside of class. The tutor should help the student by rephrasing questions, providing hints (not answers), praising the student, and encouraging revision of unacceptable work rather than quitting or starting over.
- Set up a "buddy system" or peer tutoring system in which students are paired up to help each other to meet learning goals.
- Clearly define exactly what the expectations are so that the students understand what they are trying to achieve. This may be as simple as restating the teacher's instructions or the assignment directions.
- Help the student focus on learning outcomes rather than on performance.
- Allow the student to help decide what levels of mastery he/she will work to achieve so that he/she does not feel overwhelmed by imposed expectations. This can be done through goal setting with the student for specific assignments.
- Utilize contingency contracting to encourage students to persist. Draw up a contract specifying what the student will be expected to do in order to earn the contingent reward.

» Focus students' attention on developing new skills or refining previously learned skills through tasks and activities.

» Encourage the student to surpass their own previous day's performance, not their classmates' performance.

» Model the effort-outcome link.

» Make sure the student has the necessary resources to be able to complete a task or assignment.

» If the student needs extra practice, help set up tutoring sessions with the teacher, another student, an older sibling, a community or neighborhood organization, or a university student.

» Ensure that the student has necessary strategies and skills for completing the assigned task before starting on the task. Connect the student with a teacher or tutor who can explain, model, and practice the strategies with the student.

» Work with the teacher to help to individualize activities and assignment.
- Reduce the length and/or difficulty of assignments according to the student's need.
- Use multi-sensory input sources.
- Build assignments around the student's interests.
- Make sure assignments are well-structured with clear expectations.

» Help to reduce test anxiety.
- Start talking with the student about the test well in advance.
- Be friendly and encouraging on test day.
- Stress the feedback functions rather than grading functions of tests. Portray tests as opportunities to assess progress rather than as measures of ability.

– Teach the student stress management skills and test-taking strategies.

Indicator	Intervention ideas by subtype
Incomplete assignments/failing grades (cont.)	

        – Encourage the student to prepare for tests by concentrating on what he/she has learned throughout the skill or knowledge attainment steps rather than on what the test and testing situation will be like.

- If it's a "won't do it' issue and the student lacks motivation to do the work, try the following:
    - » Work with the student and teachers to maximize instructional relevance.
        - – Provide a rationale for learning the skill or knowledge identified.
        - – Help the student see the worth of tasks outside of the school setting.
        - – Help the learner see the connection between expected outcomes and real-life applications.
        - – Work with teacher to make tasks "authentic", real-life tasks and activities.
    - » Make sure the work is at the student's level. If it is too easy, discuss more challenging options with the teacher.
    - » Utilize contingency contracting. The use of extrinsic motivation with students who lack intrinsic motivation is encouraged.
    - » Teach the student how to make tasks more enjoyable and satisfying.
        - – Focus on expected success, not difficulties.
        - – Discuss how the task relates to the student's future goals.
        - – Encourage perseverance and flexibility, not perfection.
        - – Teach the student the idea of starting each task with a ritual to clear his/her mind and prepare for the task at hand.
        - – Have the student personalize the task by bringing creativity to it.
        - – Allow the student breaks when it's obvious he/she needs them, and then encourage him/her to return to the task with renewed effort.
        - – Help the student make a game of the task.
        - – Encourage the student to learn the material in order to be able to teach it to someone.

Behavioral engagement

- If the problem is related to school absence, see "Absenteeism" for strategies.
- Eliminate distraction.
    - » Offer preferential seating.
    - » Use study carrels when appropriate.
    - » Move into small group settings as often as possible.
- Encourage apathetic learners' motivation to learn.
    - » Ensure that the student has respected role models who demonstrate positive attitudes toward school.
    - » Ensure that the student engages in powerful learning experiences.
    - » Encourage dialogue about school, frustrations, etc. Once concerns are in the open, they can be dealt with.
    - » Provide curiosity-, interest-, and reflection-stimulating activities.

Cognitive engagement

▪ If there is a "can't do it" issue:
- » Work with the teacher to define the most essential skills or knowledge the student needs to attain, and then help the student to develop goals based on those.

Indicator	Intervention ideas by subtype

Incomplete assignments/failing grades (cont.)	– Encourage the student to focus on his/her own goals, not classmates' goals.
	– If the ultimate goal is too challenging, help the student set proximal goals.
	» Teach persistence. Because discouraged or struggling learners often give up in the face of challenge, point out that skills cannot be developed or mastered without learning to use the skill in a challenging situation. You may need to explain that without facing challenges, one cannot progress and therefore will not overcome the feeling of being behind.
	  – Teach strategies for coping with failure and persisting.
	  – Teach methods of self-instructional guidance for staying on task.
	    + Model and practice "self-talk" in which the student learns to talk his/her way through each step of a task.
	    + Encourage the student to map out his/her plan for a task before starting.
	» Teach the student to attribute failure to alterable causes such as lack of appropriate response strategies to a specific task or lack of effort instead of to his/her abilities or lack thereof.
	» Teach the six aspects of self-regulated learning.
	  1. Actively prepare to learn.
	  2. Commit material to memory.
	  3. Encode or elaborate on the information presented.
	  4. Organize and structure content.
	  5. Monitor comprehension (if you don't understand something, review or ask for help.
	  6. Maintain appropriate affect (relaxed but alert and prepared to concentrate).
	▪ If it's a "won't do it" issue:
	» Help develop positive attitudes toward learning.
	  – Emphasize that it is in the student's best interest to acquire the knowledge or skill being taught. Clarify why it is in his/her best interest.
	  – Explain that negative experiences with a task could be due to a negative attitude going into the task, not the task itself.
	  – Scaffold learning.
	  – Ask questions, taking an active interest in the student's progress.
	  – Legitimize the perception that some work is "boring," but explain that it is necessary and how it is beneficial.
	▪ Help the student understand the importance of effort in succeeding on a task.
	» Teach methods of self-instructional guidance for maintaining effort on a task.
	  – Model and practice "self-talk" in which the student learns to talk his/her way through each step of a task.
	  – Encourage the student to map out his/her plan for a task before

starting.
- Model values you expect the student to gain, such as:
    - » Getting worthwhile payoff from investment.
    - » Enjoying learning new things.
    - » Enjoying learning through vicarious experiences and though experiences read about in text.

Indicator	Intervention ideas by subtype

Incomplete assignments/failing grades (cont.)	» Appreciating expansion of self-knowledge.
	» Taking pride in being a well-informed citizen.
	
	Affective engagement
	- Make it possible for the student to get help without embarrassment.
	- Call attention to the student's successes.
	- Avoid lecturing, nagging, or threatening.
	- Make an effort to send home positive notes or make positive phone calls as often as possible, even for small successes.
	- Determine whether a problem exists with the teacher of the class. Establish the nature of the problem–is it with the teacher as a person, how the student feels treated by the teacher, or the teacher's instructional style?
	  » Work with the student and teacher to resolve the problem.
	  » If the problem seems it can't be resolved, discuss changing classes with the school counselor and the student.
	
	Involving parents/guardians
	- Keep parents/guardians updated on the student's academic progress.
	- Communicate regularly with parents/guardians so that they can participate in supporting the student.
	- Make sure the necessary resources are available in the home for supporting learning and completing assignments.
	- Discuss a schedule for completing homework in the home.
	- Explore alternative means of fulfilling academic expectations such as summer school, alternative learning centers, after-school programs, vocational programs, work/employment programs, etc. with the parents/guardians and the student.